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ABSTRACT

Four teachers of elementary aged emotionally handicapped students participated in a 10-session relaxation training program using guided imagery and music. Analysis of scores on the A State-Trait Anxiety Inventory revealed that all teachers reduced their stress level through the exercises. Further, all the teachers demonstrated their ability to conduct the exercises for the group. Teachers reported additional benefits, including classroom and family use. All Ss requested a followup session at the school year's end. Overall staff reaction was positive. Lesson plans for each of the 10 session program are appended. (CL)

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REDUCING STRESS THROUGH GUIDED IMAGERY AND MUSIC FOR TEACHERS OF EMOTIONALLY HANDICAPPED CHILDREN

PRACTICUM REPORT

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Early and Middle Childhood

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REDUCING STRESS
THROUGH GUIDED IMAGERY AND MUSIC
FOR TEACHERS OF EMOTIONALLY HANDICAPPED CHILDREN

PRACTICUM I SUBMITTED TO THE FACULTY OF THE
EARLY CHILDHOOD EDUCATION PROGRAM
IN CANDIDACY FOR THE DEGREE OF

DOCTOR OF EDUCATION

BY

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NOVA UNIVERSITY
CLUSTER XIII

FEBRUARY, 1984

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ABSTRACT

Reducing Stress Through Guided Imagery and Music for Teachers of Emotionally Handicapped Children
Alexandra, Celene 1984: Practicum Report, Nova University
Ed. D. Early Childhood Program
Descriptors: Guided Imagery/Closed Eye Process/Music and Relaxation/ Stress/Burn Out/ Stress Reduction/Emotionally Handicapped Teachers/Special Educators and Stress

This practicum addressed the need of stress reduction and relaxation in teachers of emotionally handicapped (EH) children.

The writer, a music therapist, designed a ten session program where the EH teachers would experience and learn guided imagery as a relaxation and therapeutic tool.

The writer's goals were: (1) to provide EH teachers with a relaxation technique that reduced stress; (2) to teach these professionals how to use guided imagery and music, as a relaxation technique, confidently and successfully for themselves.

Of the EH teachers who participated in the program 4 out of 4 attended all the sessions, 4 out of 4 reduced their stress level through this technique, 4 out of 4 met the standards of performance for doing this technique successfully, 4 out of 4 related that the program had a significant influence in their lives, and 4 out of 4 requested a follow up session at the end of the school year.

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CHAPTER I

The position of the practicum writer is Special Education-Program Specialist in Music Therapy. As the only music therapist in the county school system, the responsibilities include the duties of therapist, as well as the duties of management - program development for music therapy.

As of now, music therapy primarily serves the elementary-aged emotionally handicapped (EH) programs throughout the County. This service consists of doing therapy in 11 schools on a weekly basis. Since some of these schools have EH students in varying exceptionality classrooms, the weekly therapy pupil number ranges between 176 to 196 children.

The wide coverage of schools, personnel, and EH children provides the writer with the opportunity to view various EH programs throughout the county.

This practicum was implemented in an elementary school which serves a community of 35,624 and draws its mixed population of white, black, and Hispanic students from lower socio-economic groups. Since the school has a large number of exceptional education programs, it also serves special students transported from neighboring communities. Out of an enrollment of 616 students, 423 children are involved at some level in special programs. The data on these programs and students for FSY-1982-83 is provided in Appendix A.

The emotionally handicapped program at this school is housed in a separate building, located near the main body of the school. The building is self-contained with its own small playground, garden, lavatory, time-out room, office for EH personnel and four classrooms. The four classrooms are very small, very close to each other and are not insulated for sound.

The full time EH staff includes three EH teachers, three aides and one recreational therapist. Part time support personnel is provided through a child psychiatrist and a music therapist (the writer).

During the last four years, this EH program has served an average of 24 children per year, and the student-teacher ratio averaged 6 to 1. Since this particular EH program was designed for the most severely disturbed children in the southern part of the County, the EH teachers are unanimous in their feelings that the student-teacher ratio is too high for the intensive therapy and remedial academic intervention that is needed by the children.

This school was chosen for the practicum because of the special and unique situation provided within its setting and because it has the largest staff of EH teachers as well as the largest number of EH units. It is only through the uniqueness of the staff, its dedication, cooperation, and comradery that this EH program is so successful. However, even with the excellent staff and its support for each member, these teachers still consider stress to be a major concern in their professional lives. Further, these EH teachers perceive that work related stress overflows into their personal lives as well.

For simplicity of statement, the three EH teachers and one recreational therapist will all be regarded as "four EH teachers" throughout the practicum report.

CHAPTER II

When stress is not released on a daily basis it accumulates until burnout or physical/mental/emotional related difficulties interfere with the human potential to function effectively and/or appropriately. The problem of accumulated stress is real and debilitating.

In general, stress is a major complaint of the nineteen EH teachers whose classes are served by music therapy. The severity of stress in EH teachers as a professional problem is recognized by the County's Special Education Department. Even though FSY 1982-83 had major financial cutbacks, the County Specialist of Emotionally Handicapped Programs initiated and received additional funding for a 10-week stress management pilot project for EH teachers. This project consisted of providing support groups with a private consulting psychologist in which EH teachers would have a forum to verbally share their work experiences, frustrations, and professional difficulties. Still, the amount of stress reported by these teachers was alarming.

In a survey of 19 County-wide EH teachers, 3 out of the 19 EH teachers wore tooth guards to prevent grinding of teeth, 2 out of the 19 EH teachers were currently taking prescribed medication for stress, and 2 of the 19 teachers were engaged in an after school exercise program for the main purpose of releasing tension. A descriptive analysis of teachers' comments is presented in Appendix B.

Pernaps the most noticeable signs of stress were observed towards the end of the 1983 school year. Many of these EH teachers were losing

their tempers more frequently, sending children to the principal's office for minor disturbances, starting to use sarcastic humor and having increased penalties for misbehavior. In fact, 2 of the 19 teachers presented ultimatums to their principals regarding their "situation." Needless to say, one of the principals has requested and received relocation of the EH classroom to another school because of the on-going dissatisfaction from the EH teacher.

All of the EH teachers reported stress as a hazard of their profession resulting from being dissatisfied and/or disillusioned. This was further reflected by the high number of teacher complaints arising from frustration.

In talking with many of the EH teachers, the areas of frustration were issues these teachers could not control. Even though the complaints were real and relevant, the fact remains the issues were out of the EH teacher's ability level.

Issues of concern included:

I. Lack of Support Personnel

   A. Therapists

      1. art
      2. drama
      3. recreation
      4. music

   B. Psychological Counseling

      1. individual student counseling
      2. small student group counseling
      3. family counseling

   C. Crisis Intervention Personnel

II. Lack of Administrative Support

A. No Disciplinary Actions Taken

B. No Follow-Through on Suggested Measures

C. Inconsistent Discipline

D. Unreasonable Demands for Class Behavior

E. Lack of Appreciation

F. Lack of Empathy

III. Lack of Faculty Support

A. Few Accepting Main-streaming

B. Mistrust or Fear of Students

C. Misplaced Anger and Misunderstanding Unto the EH Teacher

D. Resentment of "Low" Student-Teacher Ratio

IV. Lack of Control Over Student Placement

A. "High" Student-Teacher Ratio

B. Children Behaving Severe Yet Testing as Mild

C. Child Placement Before School Records Arrive

D. Misplaced Child by Age, Ability, Sex, or Temperament with Current Class Grouping

V. Lack of Funding

A. Special Needs, i.e. Exercise Equipment

B. Special Programs, i.e. Gardening

C. Field Trips

C. Supplies

VI. Lack of Appropriate Facility Design

A. Time-out Rooms

B. Insulation for Sound

C. Observation Room

D. Too Many Windows

E. Inadequate Space - Either Too Large or Too Small

VII. Lack of Control Over Home or After School Environment

A. Little or No Counseling for Family Members

B. Few or No Demands Made on Responsibility of Parents

C. Lack of Outside Counseling and/or Suitable After School Program

D. Inappropriate Placement or Homelife of the Student

VIII. Lack of Clear Definition of Role

A. Therapist

B. Teacher

C. Consultant

D. School/Home Liaison

E. Secretary/Clerk for PL94-142

IX. Lack of Time for Duties

A. Teacher/Parent Conferences

B. Teacher/Support Personnel Conferences

C. Teacher/School Conferences

D. I.E.P.

E. Collection of Therapeutic and Academic Data

F. Court/Mental Health Appearances

G. Planning

H. Teaching

I. Counseling

X. Dealing with the Behavior Characteristics of the Emotionally-Disturbed Child

All EH teachers interviewed, entered the special education field because they wanted to help, to serve, and to teach the unloved, unmanageable, and unwanted child. They entered education as helping professionals dedicated to assisting the special child and ready for any challenge while being aware of the limitations of the educational school system, as well as being aware of having little or no control over major policy decisions. Yet the teachers' attitude towards education has changed, and their original focus of service has been confused. Rather than being content with their personal sharing, seeing themselves worthy of respect for their dedication, being refreshed by their achievement, and fulfilled by their service, these EH teachers were angry at a system in which their suggestions/needs could not have been met. The EH eachers generally felt belittled by the school situation and frustrated by the resistance of the EH children.

It is important for the reader to realize the negative environment these teachers are in throughout the day. They are constantly exposed to highly stressful situations on an on-going basis. In working with emotionally handicapped children, the EH teachers must handle and redirect fear, dissatisfaction, unhappiness, anger, frustration, as well as physical and verbal abuse almost continuously. It is just as important for the reader to understand that unrealistic expectations and unreasonable demands is one of the primary causes of stress.

This daily exposure in stressful conditions, the constant direction of their energy towards the children, the on-going involvement of observing and absorbing negativity, plus the unrealistic expectations, all lead to an accumulation of stress.

RELATED LITERATURE

Stress is a part of modern life as we know it. Psychologist Richard Lazarus of the University of California at Berkeley, in an interview with Time (1983) shared that everyday annoyances of life contribute more to illness and depression than major life changes. According to Albrect (1979) estimates of people suffering from diseases that are stress - compounded range as high as 85%. The problems of stress have confronted our culture and society for years with both popular and professional journals focusing attention on burn-out.

Greudenberger (1977) defines the burn-out syndrome as exhaustion due to the excessive demands on a person's energy, strength, or resources. Maslach (1978) believes that professionals in the helping professions, who are required to be intensely involved with other people presenting psychological, social and/or physical problems are more at risk in experiencing burn-out, and defines burn-out as "emotional exhaustion resulting from the stress of interpersonal contact" (pg 56). Given these definitions, it is understandable that so much attention has been given to burn-out among teachers - and specifically those teachers in special education.

Patricia Weiskoff (1980) observes that children with mild to severe emotional disturbances require greater support services from teachers, and unless supportive services are provided to those teachers to replenish their ego need, burn-out occurs. Zabel and Zabel (1981) conclude that teachers of emotionally distrubed students appear to experience the greatest occupational stresses in the teaching profession. This viewpoint is also supported by Johnson and by Swain. Johnson (1981)

found that teachers of the emotionally disturbed were fearful of being attacked verbally and physically and rated their overall job responsibilities as significantly stressful. In line with this direction, Caroline Swain (1981) projects the present shortage of EH teachers as a result of burn-out among professionals. Swain states that professional burn-out is due to the nature of the student and the stressful situations the EH teachers work in.

According to Time (1983), stress scholars are now convinced that how a person deals with the trials and tribulations in his/her life is more important than the amount or intensity of these trials and tribulations.

Deffenbacher and Michael (1981) emphasize that the learning of relaxation is important as a generalized coping skill. Wangberg (1982) is aligned with this concept. She believes that teachers should develop strategies for coping with stress and would benefit from training in the use of relaxation techniques. Further support is given by Barrow and Prosen (1981). They found that daily use of a relaxation exercise can prevent the build-up of tension and reduce general stress levels. Barrow and Prosen further suggest that the practicing of a relaxation exercise can lead to the development of coping levers which in turn help in controlling situational stress.

The use of imagery in psychotherapy is recognized as a powerful and effective tool. Dembroski (1977) found that a relaxation exercise consisting of guided imagery paired with music reduced the frequency and intensity of fearful episodes in an adult psychotic client. According to Glenn E. Richardson of Texas A&M University (1981), imagery has been used widely in varying forms of psychotherapy and behavior

modification: by Wolpe (Systematic Desensitization), Esalen (Imagery Games), Moceno (Psycho-Drama), Assagioli (Psychosynthesis), Jung (Active Imagination) and Lazarus (Emotive Imagery). Singer (1980) in his book, Mind Games, emphasizes that imagery can be utilized to reduce stress. He believes that imagery can be used as a powerful constructive force for living, self-fulfillment and for guiding one's future. Singer (1974) goes so far as to describe imagery as a gift to mankind since it allows humans to master the environment through inner practice, to enhance their creativity, and to experience relaxation/alignment/ attunement.

CHAPTER III

The following goals were projected for the practicum: First, to provide 4 EH teachers with a relaxation technique that would reduce stress; and second, to teach these professionals how to use guided imagery and music as a relaxation technique confidently and successfully. Therefore, at the end of the practicum, these EH teachers would have an effective daily method for releasing stress and thereby avoiding the possibility of stress accumulation. This daily habit-pattern of "mental hygiene" would lead to the ability of handling difficult situations, as each situation came in, thereby being free to respond with the present - the now - rather than having to also cope with the anxieties of the past. Additionally, the EH teachers would have their own personalized technique for reducing stress which they would be able to do for themselves. This would allow the teachers to have greater control over their inner environment as well as their outward behavior. In effect, the EH teachers would be able to take back the power base of their own lives and decide how they wanted to act and react.

The EH teachers would be able to use this technique during a stressful episode as well as in a stress maintenance program before and after school. Since the teachers would learn the inner dynamics of this technique, each exercise could be tailored to available time and specific needs.

The following objectives were projected for this practicum:

Terminal Performance Objective 1: By the end of the 10-session program 3 out of 4 EH teachers would be able to reduce their stress level through experiencing a guided imagery and music relaxation exercise as measured by the A State-Trait Anxiety Inventory.

Terminal Performance Objective 2: By the end of the 10-session program 3 out of 4 EH teachers would be able to demonstrate their ability to use guided imagery and music as an effective relaxation technique by successfully conducting at least three exercises within the group, with each exercise containing at least 80% of the inner dynamics of guided imagery.

Evaluation Instrument for Objective 1: The A State-Trait Anxiety Inventory was administered before and after each relaxation session and the difference between stress scores was measured. Single event recording was used, with each number on the A State-Trait Anxiety Inventory being equivalent to that amount of units, e.g. 4 (representing very much so) would be equivalent to 4 units.

The State-Trait Anxiety Test was developed by C.D. Spielberger, R.L. Gorsuch, and R. Lushene. The test can be used as an index for measuring actual levels of anxiety states or the test can be used for measuring general traits of proneness towards anxiety. In this practicum, the A State Form for measuring levels of anxiety state was used (Appendix a). This is a 20-question inventory which specifically measures "how do you feel - right now - at this moment." Reviews of this test (Eight Mental Measurement Yearbook, 1978) show that this scale is an efficient, reliable, and valid way to access individual differences in the phenomenological experience of anxiety. This test has been used successfully

in psychotherapy and counseling situations for measuring transitory anxiety as well as been used successfully in assessing the effectiveness of behavior therapy programs. Since the A State Form is easy to administer, easy to score, and has proven to be a reliable and valid index, it is one of the most popular tests for measuring states of anxiety.

Evaluation Instrument for Objective 2: An Observation Form (Appendix D) designed by the practicum writer was used to monitor each guided imagery presentation. In order for this technique to be considered successful, 80% of the characteristics must have been present during the observation.

CHAPTER IV

Possible alternative solutions for reducing stress in EH teachers were investigated and rejected by the writer. These alternative solutions were discarded since they were being offered as a service to the EH teachers through the school board and/or were available to the general public throughout the County. Some of the alternative solutions considered included assertiveness training, physical exercise, stress management, biofeedback training, stress awareness, group/private counseling, support groups, and art/hobby/learning activities.

The solution chosen to combat accumulated stress with the four EH teachers was a relaxation technique. This technique was a closed eye process consisting of guided imagery and music. This particular method was selected for the solution not only because of the effectiveness of imagery in reducing stress and increasing awareness, but also because of the effectiveness of imagery in practicing behavioral responses. It was thought by imagery's ability to redirect actions as well as imagery's ability to reflect and reinforce qualities within one's self, this procedure would be the simplest yet the most effective approach to use.

This technique, when learned, would be a part of the teacher's personal repertoire for life. The EH teachers would then be in control of when to use the exercise, how to use the exercise, and understand why the exercise is beneficial. There were other advantages to this approach. Since music is an option which can be dropped eventually, this exercise could be used anywhere, could be used under any

circumstance, would need no special equipment or materials and would cost absolutely nothing. The technique is done inside of each person.

Ten sessions were held involving four EH teachers and five regular classroom teachers. The principal of the school, with the conviction that stress is a major concern of everyone, felt that all the staff members (if they chose) would benefit from exposure to this practicum and opened the program to the entire faculty. This increased the practicum participant number from four to nine. This also increased the EH teachers' apprehension in that they would need to monitor their spontaneous expression. None of these variations had a negative effect on the practicum. In fact, the inclusion of the classroom teachers proved to be refreshing and actually brought the group closer together.

The sessions were approximately one to two hours in length and were used to teach and to experience guided imagery as a relaxation and therapeutic tool. The implementation began the week of October 24th and ended the week of December 5th. The session took place after school hours in one of the EH classrooms on campus. The only equipment used was a cassette tape recorder and a variety of musical tapes (a complete list of the music used is provided in Appendix D). Each participant was given a tape containing two selections of the relaxation music as an incentive and as an encouragement to practice the relaxation exercises at home.

Scheduling the sessions was difficult and needed to be worked around time conflicts, faculty meetings, committee meetings and personal/professional needs. Therefore, the sessions were not held on

a once a week basis, but rather they were held when everyone could meet. After each session, the group decided as a whole when the next session would be.

A general outline of the 10 sessions is presented for the reader to have an overview of the program, however, the detailed lesson plans which were used for each session is provided in Appendix E. It should be noted that at the beginning of the practicum photostat copies of the overview and the lesson plans were given to every group member. This was done so everyone would know the schedule of events, and would have a written guide on what information would be covered. This also served as a review of material for the participants. A photostat copy of the characteristic observation form was also given to the group. This was done so the group members could check themselves when they practiced at home, as well as used as a guide for learning the various components of the relaxation exercises.

OVERVIEW OF PROGRAM

Session 1

Introduction
Closed eye process
Brief explanation of dynamics
Closure

Session 2

Dynamics in depth
Closed eye process
Analyze process
Closure

Session 3

Closed eye process
Review dynamics and analyze
Closed eye process
Closure

Session 4

Closed eye process
Discuss programming
Closed eye process
Closure

Session 5

Closed eye process
Kinds and styles of imagery
Closed eye process
Developing style
Closure

Session 6

Closed eye process
Keys to exercise
Diad #1
Personal Keys
Closed eye process
Closure

Session 7

Closed eye process
Review points
Diad #2
EH teacher #1 leads group
Closure

Session 8

Closed eye process
Diad #3
EH teacher #2 leads group
EH teacher #3 leads group
Closure

Session 9

Closed eye process
Diad #4
EH teacher #4 leads group
EH teacher leads group
Closure

Session 10

Diad #5
Review and questions
Closed eye process
Closure

CHAPTER V

According to the data collected, four out of four EH teachers (100%) were able to reduce their stress level through experiencing a guided imagery and music relaxation exercise, as measured by the A State - Trait Anxiety Inventory. This Inventory was given every session. Each person completed this Inventory at the beginning of the session and once again completed the Inventory immediately after the first closed-eye process. Single event recording was used with each number on the A State - Trait Anxiety being equivalent to that amount of units.

The individual teacher scores were quite conclusive and stable. Teacher B had a mean of 40 units of stress reduction per session; teacher V had a mean of 29.6 units of stress reduction per session; teacher Q had a mean of 30 .10 units of stress reduction per session; teacher * had a mean of 35.10 units of stress reduction per session.

The first session reflected the lowest scores with the group mean having only 11.5 units of stress reduction. The fifth session reflected the highest scores with a group mean of 42.5 units of stress reduction. This session was a changing point in the program. After that peak session the scores remained high. It is interesting to note that the practice sessions, where the EH teachers begin to lead relaxation exercises did not start until session six. This data re-affirms the need to have at least five sessions of intensive exposure to this technique before a familiarity - a comfortableness - a confidence begins.

The scores from the A State Trait Inventory showed an overall mean of 33.7 units of improvement for each person per session for the group as a whole.

According to the observation data, four out of four EH teachers (100% were able to demonstrate their ability to use guided imagery and music as an effective relaxation technique. All the teachers successfully conducted three exercises for the group or other group member with at least 80% of the inner dynamics.

In fact, the standard of performance for each of the EH teachers was higher than the success criteria of 80%. The scores showed a mean of 90% for two of the participants, 85% for one of the teachers, and 88% for the remaining teacher. Part of this success was due to the organization of the program. There was enough exposure to the technique before the teachers were placed into a position of leading a practice, so the teachers had time to learn (assimilate) the exercise naturally.

The results indicate that the practicum was a success in fulfilling the needs of the EH teachers. It is clear that the terminal objective not only met the standards of performance, but in each objective went beyond the criterion suggested. More significantly, this practicum influenced the EH teachers in their professional and personal lives. Some of the added benefits included: (1) one teacher used the relaxation technique with her husband to avert an asthmatic episode, (2) one teacher successfully uses the relaxation exercise with her students as a regular part of the classroom curriculum, (3) one teacher has taken a component of an exercise (color cleansing) and uses color visualization as a supportive technique for the children to use in completing tasks (i.e. using the color orange - for strength when

jumping rope; using the color blue - for relaxation when resting), (4) one teacher effectively used the technique with her son to reduce a fearful episode before bedtime, (5) the recreation therapist has incorporated this technique in her therapy sessions with the emotionally disturbed children.

Although data was not collected on the regular classroom teachers, their critiques on the practicum experience were just as positive. Some of the comments they shared included:

- an experience that enriched my life
- the relief of stress was refreshing
- confident to use this technique with my children
- truly a learning experience
- benefit people in all walks of life
- imagery exercises fulfilled their purpose
- better understanding of myself
- pleased me
- taught me ways to be better
- goes to the heart of things
- puts me at ease

The overwhelming positive professional and personal responses to the program show conclusively the effectiveness of guided imagery and music as a relaxation exercise to reduce stress. This technique is a pleasing, simple exercise to learn, and would be a valuable therapeutic, learning, and relaxation tool for people who experience stress on an on-going basis.

It should be noted, however, that knowing how to do and/or use this technique is not enough. Since the relaxation exercise is an action, the participants must <u>do</u> the exercise in order for it to be effective. Very simply, the EH teachers must practice and continue to do the exercise in order to reduce stress. Ideally, this exercise should be included in the EH teachers' daily living pattern as a self-maintenance procedure, much like brushing teeth, if it is to continue being effective.

Recommendations, based on the results of the practicum are four-fold:

1. There should be at least five follow-up relaxation sessions with the EH teachers every school year.

2. The base of the practicum be expanded to include all EH teachers, county-wide, in a similar program.

3. The relaxation training be offered to the faculty and staff of all the schools Music Therapy serves.

4. The teachers trained in this technique be encouraged to expose their students to relaxation exercises as good mental/emotional hygiene.

Information from the practicum will be disseminated in a variety of ways. A presentation to the writer's colleagues at Nova University Cluster XIII will be given in January, 1984. A series of workshops will be given to teachers in the Accelerated Teaching and Optimal Learning Seminars in January and February. An invitation to do a relaxation workshop for Crisis Intervention Personnel from Palm Beach County Schools in the Spring of 1984 (date not confirmed). These workshops present the possibility to generate other invitations where this program information may be disseminated.

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APPENDICES

APPENDIX A

SPECIAL PROGRAMS AND STUDENT BREAKDOWN

Special Programs	Number of Students
Gifted	31
Alternative - Primary level, Academically unsuccessful	17
Specific Learning Disabilities	
Full Time	16
Resource (Students are resourced - a.m. or p.m. to the Galaxy for the SLD program and returned to their home school for regular instruction.)	74
Language Disordered	12
Emotionally Handicapped	
Full Time	12
Resource	4
Speech Therapy	56
Bilingual	
Category A and B	68
Transitioned	10
Chapter I (after school program - TWThF, 1 hr.)	123

APPENDIX B

Negative Verbalizations from EH Teachers

	Negative Statement	Comments, Suggestions
(Teacher)	Going crazy Hassel Tired No rest, always on the go	New policies More funding
(Teacher)	This is the last year for me Too much Ridiculous They expect too much They don't understand It's wild This is it Last straw Kids aren't getting what they need I'm leaving teaching	More support services Smaller classes Another teacher More help Breaks from the children
(Teacher)	Just babysitting Not fair to the children Not fair to us I'm getting burn-out	More support services Full-time psychologist Another person for helping/contacting parents Smaller classes Another EH classroom
(Teacher)	All keyed up Everyone unnerved Children so difficult Overloaded Can't wait for school to end	Less children Children should go home earlier Rework the whole thing
(Teacher)	Need some big changes Not too much growth Warehousing them The room is a mess (too small) Utter chaos in here Can't take this too much longer So upset sometimes It's not going to change	School system should do something, more funding Change in program Need to change my reactions

APPENDIX B Cont'd . . .

	Negative Statement	Comments, Suggestions
(Teacher)	Nerves are shot So tired at end of the day Need a change Don't even enjoy doing things at home	
(Teacher)	Be careful-find myself at home Treating husband and children like class	Talk with other EH teachers Visit other EH classrooms See what's happening in other schools
(Teacher)	Things aren't going to get better I'm resigned to it Already suffering from hypertension Miss me when I leave Need to hire 2 teachers in my place I'm being used - actually it is a form of abuse	Change in social attitude Trained helping profession Change in priorities New Administration in Special Education
(Teacher)	Don't look forward to coming to work Getting burn-out	Change my teacher assignment to another class like SLD
(Teacher)	Taking it out on my family Drinking more I'm grouchy when at home Can't do any better	
(Teacher)	Learn to live with it The children are usually hard to work with He's impossible That one shouldn't even be here - be in south Florida	More funding for special programs
(Teacher)	It's the children who are losing I need music therapy Ready for a vacation So much you can do	Additional services for these children - drama, art, recreation and more music therapy
(Teacher)	No money - get poorer Difficult Hard to get it together Did you know parcel post workers get more and I'm doing this	

APPENDIX B Cont'd . . .

	Negative Statement	Comments, Suggestions
(Teacher)	Too many children Too many demands and expectations They don't understand - these children act this way because of their problems They get upset with me having "no control"	You should have your services for teachers Another EH teacher More relief from kids
(Teacher)	Wish I could do something else 2 steps forward and 3 back Can use therapy myself	Need somehow to ventilate and express feelings - share with other EH teachers
(Teacher)	Need a break It's always something Just scratch the surface	More services for the children More understanding/ appreciation

APPENDIX C

STATE TRAIT ANXIETY INVENTORY
A-STATE FORM

Developed by C. D. Spielberger, R.L. Gorsuch
and R. Lushene

NAME _____ DATE_____

Directions:

A number of statements which people have used to describe themselves are given below. Read each statement and then circle the appropriate number to the right of the statement to indicate how you FEEL right now; that is, AT THIS MOMENT. There are no right or wrong answers. Do not spend too much time on any one statement but give the answer which seems to describe your present feelings best.

(1) Not at all
(2) Somewhat
(3) Moderately so
(4) Very much so

1.	I feel calm	1	2	3	4
2.	I feel secure	1	2	3	4
3.	I am tense	1	2	3	4
4.	I am regretful	1	2	3	4
5.	I feel at ease	1	2	3	4
6.	I feel upset	1	2	3	4
7.	I am presently worrying over possible misfortunes	1	2	3	4
8.	I feel rested	1	2	3	4
9.	I feel anxious	1	2	3	4
10.	I feel comfortable	1	2	3	4
11.	I feel self-confident	1	2	3	4
12.	I feel nervous	1	2	3	4
13.	I am jittery	1	2	3	4
14.	I feel "high strung"	1	2	3	4
15.	I am relaxed	1	2	3	4
16.	I feel content	1	2	3	4
17.	I am worried	1	2	3	4
18.	I feel over-excited and rattled	1	2	3	4
19.	I feel joyful	1	2	3	4
20.	I feel pleasant	1	2	3	4

APPENDIX D

OBSERVATION FORM

NAME _____ DATE _____

PROCESS USED _____ TIME _____

NUMBER _____

Characteristics	not included	needs improvement	effective
1. Use of voice			
soft			
soothing			
slow			
pauses			
inflection			
2. Use of senses			
smell			
taste			
see			
hear			
feel			
3. Use of environment			
color			
weather			
movement			
scenes			
animals			
4. Use of positive states			
examples: health			
protection			
joy			
acceptance			
gentleness			
love			
suggested positive action			
suggested positive attitudes			
suggested positive reactions			
5. Imagery			
Believable			
Permission			
Descriptive			
Action			

Characteristics	not included	needs improvement	effective
6. Presence of Guide			
Involved			
Flexible			
Directive			
Relaxed			
Sensitivity to time			
7. Use of Body's reactions/ Focus			
eyes			
hands			
ears			
feet			
mouth			
other			
8. Introduction			
permission to experience			
permission for independence			
program for interruptions			
explain process			
uncross body			
close eyes			
sense of protection			
9. Other			
Use of redirection			
focus			
creativity			
10. Closure			
watch breathing			
appreciation of self			
redirect energy			
thank self			
stretch			
protect eyes			
11. Appropriate music			

APPENDIX E

MUSIC USED DURING RELAXATION EXERCISES

Adam Christensen. Meditation Music, No. 1610. MSIA P.O. Box 3935, Los Angeles, Calif. 90051

Ron Dexter. Golden Voyage, Vol. 1. Awakening Productions, Inc., 4132 Tuller Avenue, Culver City, Calif. 90230

Ron Dexter. Golden Voyage, Vol. 2. Awakening Productions, Inc., 4132 Tuller Avenue, Culver City, Calif. 90230

Ron Dexter. Golden Voyage, Vol. 3. Awakening Productions, Inc., 4132 Tuller Avenue, Culver City, Calif. 90230

Ron Dexter. Golden Voyage, Vol. 4. Awakening Productions, Inc., 4132 Tuller Avenue, Culver City, Calif. 90230

Steven Halpern. Spectrum Suite, HS 770. Halpern Sounds, P.O. Box 720, Palo Alto, Calif. 94302

Paul Horn. Inside II, KE 31600, Epic Stereo.

Tony Scott. Music for Zen Meditation, V6-8634. Verve Records.

Rob Whitesides Woo. Sacred Journey. Now Productions, P.O. Box 2525, Los Angeles, Calif.

* Addresses for ordering have been included for those albums that cannot be readily found in a record store.

APPENDIX F

LESSON PLANS

SESSION 1 -- LESSON PLAN

I. INTRODUCTION

A. Explanation

1. Practicum - Nova
2. Purpose
   a. why here
   b. ability to do exercise for self
   c. ability to do exercise for others
3. Purpose of exercise: to relax, intergrate and align the many dimensions of our beingness - the mind, emotions, imagination, spiritual, aesthetic and physical.

B. Sessions Outlined

1. organization
2. time-line
3. activities

C. Responsibilities

1. Practicum Leader
2. EH teachers

II. EXPERIENCE A CLOSED-EYE PROCESS - RELAXATION EXERCISE

A. This exercise used a combination of deep breathing, color, imagery and music for relaxation.

B. Behavior/Purpose: To experience guided imagery in a variety of scenes, to extend awareness of this exercise through holding beyond a normal relaxation period, to remain in a quiet position, to introduce colors as a focus, to experience what guided imagery is and how it is done while experiencing relaxation from the day's stress.

C. Brief Description of Imagery and Color Cue.

Color is Red:	Country scene in the fall, woods, trees, leaves changing colors, riding a horse.
Color is Orange:	Wheat fields in the spring, foxes playing, flowers sway to wind, river bending.
Color is Yellow:	Warm summer day at beach, ocean, sun bathing, running free, massaging in water.
Color is Green:	A pond in the middle of forest with animals, playing, drinking, feasting around water.
Color is Blue:	Warm summer night, gazing at stars dancing in breeze.
Color is Purple:	Clear winter day in snow-covered mountains, rabbits, squirrels playing in falling snow.
Color is White:	Rainbow with all the colors used in this exercise (red, orange, yellow, green, blue, purple) extending from one end of the sky to the other - enjoying a rain shower, sun shower, color shower.

III. DYNAMICS BRIEFLY OUTLINED

A. Introduction Time

B. Involve Senses

C. Balance - Hold

D. Ending Time

IV. CLOSURE

A. Discussion

B. Feedback

C. Next Session

D. Positive Point

SESSION 2 - LESSON PLAN

I. DYNAMICS

A. Introduction Time

1. Prepare by describing exercise
   a. guided imagery
      1. imagination
      2. fantasy
      3. guide
   b. color
      1. cue
      2. focus
      3. music
   c. music
      1. environmental sounds
      2. bells
      3. other
      4. different

2. Relax by confirming no errors or "betters" or "shoulds"

3. Relax by giving permission to experience
   a. whatever you see or don't see (fox/rabbit)
   b. by allowing each their own timing (fast/slow)
   c. voice fading in and out

4. Relax by giving permission for disturbances
   a. outside sound
   b. interruptions
   c. changing tape
   d. handling responsibilities

5. Rules
   a. uncross legs, ankles, hands
   b. sit
   c. close eyes
   d. permission to experience
   e. follow directions
   f. breathe

6. Preparation
   a. self talk

b. permission
c. breathe
d. empathy with self/environment
e. mind's eye
f. protection - for highest good

B. Make Experience Come Alive

1. Use All the Senses
   a. taste
   b. feel
   c. smell
   d. hear
   e. see

2. Notice the Environment
   a. color
   b. weather
   c. animals
   d. movement/action

3. Suggest feelings, states of being, attitude - always positive. Examples:
   a. joy
   b. health
   c. calmness
   d. protection

4. Use positive descriptive words - Examples:
   a. tenderly
   b. gentle
   c. soothing
   d. lovingly

5. Use descriptive sound word - Examples:
   a. chirping
   b. crackle
   c. crisp

6. Use power words - Examples:
   a. majesty
   b. reverence

7. Tempo
   a. pace self
   b. flow
   c. build time

8. Music
   a. instrumental
   b. soft
   c. positive
   d. unusual

9. Voice
   a. soft
   b. supportive
   c. safe
   d. loving
   e. soothing

10. Flow
   a. cannot plan
   b. key scenes
   c. key words

11. Important points
   a. no people
   b. follow person - allowing time, space quiet period
   c. protection - highest good
   d. anything possible in the imagination

12. Ending
   a. thank self
   b. move body
   c. shield eyes
   d. turn off music

II. EXPERIENCE A CLOSED-EYE PROCESS - RELAXATION EXERCISE

A. This exercise used deep breathing, color, and imagery paired with music.

B. Behavior/Purpose: To experience one scene of imagery having different aspects to explore and/or build upon, and to experience the use of colors as an action.

C. Brief Description of Imagery

Aspect 1. Zen garden: flowers, trees, resting spot, animals.

Aspect 2: Waterfall in Zen garden - sit under the waterfall while it changes to different colors: red, orange, yellow, green, blue, purple, white - each color washing the body with its unique properties.

Aspect 3: Swim in pond where the waterfall flows.

Aspect 4. Swim deep with fish and underground treasures

Aspect 5: Surface and experience water

Aspect 6: Dry in Zen garden

Continuation of Session 2

III. DISCUSS AND ANALYZE DYNAMICS OF THIS EXERCISE AS A TECHNIQUE

- A. Beginning
- B. Senses
- C. Words
- D. Voice
- E. Music
- F. Environment
- G. States of Being
- H. Ending

IV. CLOSURE

- A. Discussion
- B. Feedback
- C. Next Session
- D. Positive Point

SESSION 3 - LESSON PLAN

I. EXPERIENCE A CLOSED-EYE PROCESS - RELAXATION EXERCISE

A. This exercise used a combination of deep breathing, color and imagery paired with music in order to achieve deep relaxation.

B. Behavior/Purpose: To experience guided imagery to achieve flow, intergration and alignment as well as to experience the use of colors as an energy to assist in relaxation.

C. Brief Description of Imagery - Use the color white as a focus in the form of a sphere in the middle of the room, and extending outward to cover the earth. Go to scene of walking up a mountain path towards a temple. When entering the sanctuary there is a series of steps with each step being a particular color and experience - red, orange, yellow, green, blue, purple, white. In temple, see self experiencing own dignity, fun, beauty, and childlike freedom.

II. REVIEW DYNAMICS AND ANALYZE THE EXERCISE

III. EXPERIENCE A CLOSED-EYE PROCESS - RELAXATION EXERCISE

A. This exercise used imagery, music and deep breathing to achieve relaxation - the class chose the scene (imagery).

B. Behavior/Purpose: To experience guided imagery as a relaxation technique and to experience different ways of using guided imagery.

C. Brief Description of Imagery - At the beginning of exercise, use the color white as a beam of light coming down through the crown of the head and encompassing all the body - go into exercise group has chosen to experience.

IV. CLOSURE

A. Discussion

B. Feedback

C. Next Session

D. Positive Point

SESSION 4 - LESSON PLAN

I. EXPERIENCE A CLOSED-EYE PROCESS - RELAXATION EXERCISE

A. This exercise consisted of music, imagery, deep breathing and color to achieve relaxation.

B. Behavior/Purpose: To experience a relaxation exercise designed with color as the prime focus and using breathing, music and imagery as supportive characteristics.

C. Brief Description of Imagery - Color cleansing exercise: Go through each color (red, orange, yellow, green, blue, purple, white) seeing it as a fog coming up through the floor and slowly going through the body, focusing on health and using the imagination to explore/relax body parts, to explore/release emotions, to visualize cleansing, healing and rejuvenation while maintaining a positive direction and focus.

II. DISCUSS PROGRAMMING IN IMAGERY

A. See Behavior as Action

B. See Behavior as Positive

C. See Behavior as Easy

D. See Behavior as a Part of Self

E. Pair Behavior with Positive Feelings

III. EXPERIENCE A CLOSED-EYE PROCESS - RELAXATION EXERCISE

A. This exercise consisted of imagery, music, deep breathing and color to produce deep relaxation and used suggestions from class for programming.

B. Behavior/Purpose: To experience a relaxation exercise designed with programming as a therapeutic intervention tool, to redirect and shape behavior as well as to experience a different type/style of imagery to achieve relaxation in a positive yet subtle way.

C. Brief Description of Imagery - Loving Heart Exercise - See heart filled with the color white and expanding the heart to others in the room - then collectively forming one heart - letting that heart expand to include all the hearts on earth - upon returning seeing own heart brighter at that time using the class suggestions for programming.

IV. CLOSURE

A. Discussion

B. Feedback

C. Next Session

D. Positive Point

SESSION 5 - LESSON PLAN

I. EXPERIENCE A CLOSED-EYE PROCESS - RELAXATION EXERCISE

A. This exercise used a combination of deep breathing, color and imagery paired with music in order to achieve deep relaxation.

B. Behavior/Purpose: To experience a relaxation exercise designed in a new style than previously presented in the program using a group focus and to experience the process of letting go of negative energy while opening up to positive energy.

C. Brief Description of Imagery - White fountain/Basket Exercise - Using the color white to go through the body, mind, and emotions, then as a group combining creatively in the imagination to form a fountain then to form a basket where silently each person may put in any negative patterns, emotions, situations, then put in positive patterns, emotions, situations. The imagery followed by the Zen garden scene.

II. DIFFERENT KINDS/STYLES OF IMAGERY EXERCISE

1. Color Cleansing
2. Loving Heart
3. White Fountain
4. White Travel Balloon
5. Various Types of Scenes - Examples:
   a. forest
   b. beach
   c. country
   d. garden
   e. mountain
   f. space
   g. wheat field
   h. rain forest
6. Color White Exercise
7. Any Variation
8. Any Combination

Continuation of Session 5

III. EXPERIENCE A CLOSED-EYE PROCESS - RELAXATION EXERCISE

A. This exercise was designed by the class and having the imagery, music, deep breathing and color components.

B. Behavior/Purpose: To experience the creating of a relaxation exercise as a process and as an experience.

C. Brief Description of Imagery - Extend and personalize whatever the EH teachers develop.

IV. DEVELOPING STYLE

A. Self

B. Flow

C. Love/Beauty

D. Simplicity

E. Programming

F. Tool (The techniques, styles, and procedures as just a tool for relaxation and direction to assist in creating your own technique).

V. CLOSURE

A. Discussion

B. Feedback

C. Next Session
   1. practice
   2. helping

D. Positive Points

SESSION 6 - LESSON PLAN

I. EXPERIENCE A CLOSED-EYE PROCESS - RELAXATION EXERCISE

A. This exercise was a variation on the loving heart exercise from session 4 with emphasis on the heart extending through the body parts, focusing positive energy and programming positive behavior using color, imagery, music and deep breathing.

B. Behavior/Purpose - To experience a relaxation exercise presented earlier for a specific purpose and redone in a different approach in achieving relaxation as well as to experience self-programming as a positive intervention and redirection technique for modifying behavior.

C. Brief Description of Imagery - The heart extends to all the sense areas (eyes, ears, mouth, nose, hands, feet), visualizing each area acting "for the highest good" towards the self and towards everything in its area of influence - interjecting changes in behavior then ending with the heart/color purple doing a one part color cleansing and returning to the color white.

II. DISCUSS KEYS OF A CLOSED-EYE PROCESS

A. Introduction

B. Involve Senses

C. Loving Quality

D. Flowing in Time and in What's Happening

E. Closure

III. DIAD #1 INDIVIDUAL PRACTICE (GIVING AND RECEIVING)

A. Partner A Leads

B. Partner A Receives Feedback From B

C. Partner B Leads

D. Partner B Receives Feedback From A

Continuation of Session 6

IV. PERSONAL KEYS

A. Same General Scene in Starting/Allowing Flow

B. Different Happenings in Scene/Allowing Flow

C. Something You Can Relate To

D. Finger Pinch - Condition the Body

E. Can Drop Music, Color, Imagery and Use Pinch or Any Combination

F. Comfortable Position - Sit

G. Build Up Process Through Practice so in Time of Crisis it is there

H. In Imagination - For Highest Good and Anything is Possible

I. Time

J. Responsibility

V. EXPERIENCE A CLOSED-EYE PROCESS - RELAXATION EXERCISE

A. This exercise was a variation on the white covering the earth which was introduced in an earlier session. It focused on imagery, color, music and deep breathing.

B. Behavior/Purpose: To experience a relaxation exercise and to become familiar with the value of changing or varying a germ idea, as well as to experience empathy, attunement, and support of the earth and all of life.

C. Brief Description of Imagery - White travel air balloon - Using the color white to fill self and to create a huge balloon for traveling around the world and filling the planet with all its inhabitants with the color white.

IV. CLOSURE

A. Discussion

B. Feedback

C. Next Session

D. Positive Point

SESSION 7 - LESSON PLAN

I. EXPERIENCE A CLOSED-EYE PROCESS - RELAXATION EXERCISE

A. This experience was a variation in the color cleansing exercise experienced in an earlier session. It used the color as a main focus of concentration with the music, imagery, and deep breathing components as support.

B. Behavior/Purpose: To experience a relaxation exercise designed for a specific purpose but having a different approach than a previous experience, as well as to experience insight, creativity, and clarity in the relaxation process.

C. Brief Description - Color cleansing through beams of light - Each color comes through the crown of the head and downward through the body - exploring and relaxing body, exploring and releasing emotions that have been stored, and re-directing body energy.

II. REVIEW POINTS

A. Dynamics

B. Keys

C. Questions

III. DIAD #2 INDIVIDUAL PRACTICE (GIVING AND RECEIVING)

A. Partner A Leads

B. Partner A Receives Feedback From B

C. Partner B Leads

D. Partner B Receives Feedback From A

IV. EH TEACHER #1 LEADS GROUP

A. Class Feedback

B. Positive Traits as Leader

V. CLOSURE

A. Discussion

B. Feedback

C. Next Session

D. Positive Point

SESSION 8 - LESSON PLAN

I. EXPERIENCE A CLOSED-EYE PROCESS - RELAXATION EXERCISE

A. This exercise was designed from requests made by the participating EH teachers. The exercise used music, imagery, color, and deep breathing.

B. Behavior/Purpose - To experience a relaxation exercise designed for upliftment, relaxation, and security.

II. DIAD #3 INDIVIDUAL PRACTICE (GIVING AND RECEIVING)

A. Partner A Leads

B. Partner A Receives Feedback From B

C. Partner B Leads

D. Partner B Receives Feedback From A

III. EH TEACHER #2 LEADS GROUP

A. Class Feedback

B. Positive Traits as Leader

IV. EH TEACHER #3 LEADS GROUP

A. Class Feedback

B. Positive Traits as Leader

V. CLOSURE

A. Discussion

B. Feedback

C. Next Session

D. Positive Points

SESSION 9 - LESSON PLAN

I. EXPERIENCE A CLOSED-EYE PROCESS - RELAXATION EXERCISE

A. This exercise was a combination of several styles presented earlier in the practicum. It included the keys of music, imagery, color, and deep breathing which was stressed during the exercise itself.

B. Behavior/Purpose - Experience a relaxation exercise designed for awareness of a process as it is being experienced as well as to experience acceptance, and gracefulness in the procedure.

II. DIAD #4 INDIVIDUAL PRACTICE (GIVING AND RECEIVING)

A. Partner A Leads

B. Partner A Receives Feedback From B

C. Partner B Leads

D. Partner B Receives Feedback From A

III. EH TEACHER #4 LEADS GROUP

A. Class Feedback

B. Positive Traits as Leader

IV. EH TEACHER LEADS GROUP

A. Class Feedback

B. Positive Traits as Leader

V. CLOSURE

A. Discussion

B. Feedback

C. Next Session

D. Positive Point

SESSION 10 - LESSON PLAN

I. DIAD #5 INDIVIDUAL PRACTICE (GIVING AND RECEIVING)

- A. Partner A Leads
- B. Partner A Receives Feedback From B
- C. Partner B Leads
- D. Partner B Receives Feedback From A

II. REVIEW AND QUESTIONS

- A. Dynamics
- B. Programming
- C. Kinds and Styles
- D. Keys For Group
- E. Keys For Self

III. EXPERIENCE A CLOSED-EYE PROCESS - RELAXATION EXERCISE

- A. This exercise consisted of music, imagery, color and deep breathing used in a combination of styles presented throughout the practicum.
- B. Behavior/Purpose: To experience a relaxation exercise designed for enjoyment and recognition of self and to experience closure of this practicum in an elegant and loving way.

IV. CLOSURE

- A. Critique Experience of this Practicum
- B. Writer Expressed Gratitude
- C. Positive Point